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## Lesson Plan Template

Lesson Segment Focus Math Review Lesson 2 of 2

Course & topic addressed Math/base ten, measurement, and data Date 4/17/19 Grade First

### Student Outcomes

Specific learning objectives for this lesson.	To review all of the math we have been going over for the past few lessons we will have a review session, to check for understanding.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	This review game has questions that came directly from previous lessons.
Knowledge of students background (personal, cultural, or community assets)	Some students may be familiar with interactive games like this on the smartboard but some may need me to explain how things are going to work.

### State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard.	<p><b>AR.Math.Content.1.NBT.B.3</b> Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols <math>&gt;</math>, <math>=</math>, and <math>&lt;</math></p> <p><b>AR.Math.Content.1.NBT.C.5</b> Mentally find 10 more or 10 less than a given two-digit number, without having to count.</p> <p><b>AR.Math.Content.1.MD.B.4 (New Standard)</b> Identify and know the value of a penny, nickel, dime, and quarter.</p> <p><b>AR.Math.Content.1.G.A.1</b> Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes</p>
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### Academic Language Support

<p>What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning?</p> <p>What will you do to provide varying supports for students at different levels of academic language development?</p>	<p>I can make sure students understand the vocab and if they don't I can make a list of those and review them with the whole class.</p> <p>I can let the class discuss what they have learned and what they still have questions about.</p>
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<b>Value Compare Symbols</b>
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### Materials

Materials needed by teacher for this lesson.	Math review game
Materials needed by students for this lesson.	Teacher will provide

### Lesson Timeline with Instructional Strategies & Learning Tasks **(This should be VERY DETAILED)**

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
3 min	<b><u>Introduction:</u></b> <b>Explanation</b>	I will explain the game to the students and make sure they have a clear understanding of how to play.
15 min	<b><u>Instruction:</u></b>  Game	The students will play the review game and go up to the board and pick the answer and interact with the class discussion.

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
5 min	<b>Closure:</b> Questions	Asking questions to make sure the students are getting the activity and the lessons.

**Accommodations/Modifications**

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	I can assign groups if possible. I will give extended time if needed. I will help any student who is not able to read or understand the question fully.
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**Differentiation:**

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	<b>I could do a mini lesson before and make sure they see more math before the review game to allow more knowledge for them to assess.</b>
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**Assessments: Formative and/or Summative**

Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective/s (include type of assessment & what is assessed).	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

**Research/Theory**

Identify theories or research that supports the approach you used.	
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**Lesson Reflection/Evaluation**

What went well?	<i>TO BE FILLED IN AFTER TEACHING</i>
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What changes should be made? How will I use assessment data for next steps?	
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Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

\*adapted from: <http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1Z0J:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us>; <http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx>;  
<http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx>; <https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>;  
<https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>;  
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